

Desired Results

Identify desired results

Standard

LAFS.4.RL.1.3: Describe in depth character, setting, or event in a story or drama, drawing on specific details in text (e.g. a character's thoughts, words or actions).

Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Cognitive Complexity: Level 2, Basic Application of Skills & Concepts

Related Standard(s)

LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LAFS.4.RI.2.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic of subject area.

LAFS.4.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unpack Standard Concepts, Students will know . . .

- Character
- Setting
- Event
- Story
- Drama
- Text

Unpack Standards Skills, Students will be able to . . .

- Describe in depth
- Draw on specific details

Prerequisite Knowledge and Skills Within Standard

- Questioning
- Story Elements
- Sequence of Events
- Major and Minor Events
- Key Details vs. Details
- Character Traits

Instructional Implications of the Standard

Retrieval:

- Identify the character(s) in a story or drama.
- Determine the setting(s) in a story or drama.
- Describe characters' thoughts, words, or actions that are explicitly stated in the text.
- Describe the events in a story.
- Select details from a story or drama that are specific to the characters, settings, or events.

Comprehension:

- Describe in depth a character, setting, or event in a story or drama.
- Explain which details from the story or drama specifically define the character's thoughts, words, or actions.
- Explain which details from the story or drama specifically describe the setting or events.

Analysis:

- Distinguish relevant and irrelevant details in a story or drama that directly and indirectly support characters, settings, or events.

Learning Goal:

I can draw on specific details in a text to make an in depth description of a character, setting, or event in a story or drama.

IEP Goal:

I can draw on specific details in a text to make an in depth description of a character, setting, or event in a story or drama with 75% accuracy by the end of the second quarter.

Essential Question(s):

- What details in a text deserve my attention when making in depth descriptions of characters?
- How does the author provide details in the text to help me make in depth descriptions of the setting?
- What clues can I find within the text that gives me a more in depth description of an event?

High Probability Barrier(s) Wide-spread or common barriers that impact many students' engagement and learning (e.g., integrate strategies that support cognitive processing through academic instruction, DI, provide adequate instructional time)		High Intensity Barrier(s) Significant impact on individual student engagement and learning (e.g., small group & individual instruction, Differentiated Instruction (DI), aligned with learning needs)											
Instruction:		Instruction:											
Curriculum:		Curriculum:											
Environment:		Environment:											
Learner:		Learner:											
Instructional Design Depending upon the anticipated barriers above, what implications would these have on the design of your lesson(s) regarding this standard.													
Tier 1		Tier 2											
Specially Designed Instruction													
Assessment Evidence Determine acceptable evidence													
Performance Tasks: <ul style="list-style-type: none"> Authentic opportunities to answer questions related to details in a text that are relevant to explaining what the text says explicitly. Occasions to identify specific causes and effects related to events, procedures, ideas, or concepts in information texts. Interactions allowing students to identify the relationships or interactions between individuals and specific events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Define unknown general academic or domain-specific word by using common roots/affixes. 		Other evidence: <table border="1"> <tr> <th colspan="2">How will we know if and when they've learned?</th> </tr> <tr> <td>4</td> <td>In addition to score 3.0 performance, the student demonstrates applications that go beyond what was taught. Applies in depth understanding of character, setting or event by drawing on specific details in text relating to real life.</td> </tr> <tr> <td>3</td> <td> I can: <ul style="list-style-type: none"> Describe (e.g., show, decides) in depth a character through their thoughts, words, or actions drawing on specific details in text. Describe in depth a setting drawing on specific details from the text as my evidence. Describe in depth an event drawing on specific details from the text as my evidence. </td> </tr> <tr> <td>2</td> <td> I can: <ul style="list-style-type: none"> Describe (e.g., write, matches) characters' thoughts, words, or actions that are explicitly stated in the text. Use a plot diagram to identify (e.g., show, tell, name) the events in a story. Select (e.g., recall, name, label, illustrates) details from a story or drama that are specific to the characters, settings, or events. </td> </tr> <tr> <td>1</td> <td> With prompting and/or support, I am unable to complete 2.0 tasks. But, I can: <ul style="list-style-type: none"> Identify (e.g., show, tell, name, restates) the character(s) in a story or drama in text. Determine (e.g., show, describe) the setting(s) in a story or drama in text. Label (e.g., tell, list, recall) event in text. </td> </tr> </table>		How will we know if and when they've learned?		4	In addition to score 3.0 performance, the student demonstrates applications that go beyond what was taught. Applies in depth understanding of character, setting or event by drawing on specific details in text relating to real life.	3	I can: <ul style="list-style-type: none"> Describe (e.g., show, decides) in depth a character through their thoughts, words, or actions drawing on specific details in text. Describe in depth a setting drawing on specific details from the text as my evidence. Describe in depth an event drawing on specific details from the text as my evidence. 	2	I can: <ul style="list-style-type: none"> Describe (e.g., write, matches) characters' thoughts, words, or actions that are explicitly stated in the text. Use a plot diagram to identify (e.g., show, tell, name) the events in a story. Select (e.g., recall, name, label, illustrates) details from a story or drama that are specific to the characters, settings, or events. 	1	With prompting and/or support, I am unable to complete 2.0 tasks. But, I can: <ul style="list-style-type: none"> Identify (e.g., show, tell, name, restates) the character(s) in a story or drama in text. Determine (e.g., show, describe) the setting(s) in a story or drama in text. Label (e.g., tell, list, recall) event in text.
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Test Item Specs

<http://www.fldoe.org/core/fileparse.php/5423/urlt/FL-Item-Spec-ELA-3-5-WT-r2g.pdf>

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

Standard 3:

LACC.3.RL.1.3—Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LACC.4.RL.1.3—Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LACC.5.RL.1.3—Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Clarification and Content Limits

Grade 3 focuses on individual characters and how their actions relate to the events in the story.

Grade 4 focuses on in-depth descriptions of individual characters, settings, or events and supporting descriptions with details.

Grade 5 focuses on comparing or contrasting two or more characters, settings, or events. Selected-response items should assess similarities or differences, not both.

DOK Target(s)

2, 3, 4

Suggested Stimulus or Passage Material

Literary text (only stories at grade 3; dramas can be used at grades 4 and 5)

Distractor Attributes for Selected Response Items

Distractors may include, but are not limited to

- characters' traits, motivations, or feelings that are not supported by text;
- incorrect explanations of the effect of character action on the plot;
- descriptions of story elements that are not supported by text;
- incorrect comparisons or contrasts of story elements in a single story;
- specific details that do not support comparison or contrast of story elements.

Learning Experiences Plan learning experience(s) and instruction	
Essential Understandings <ul style="list-style-type: none"> Identify the basic elements of a story (character, setting, events, or conflicts). Describe characters, settings, and events within a story. Answer simple questions about how two of the elements are related (e.g., Where does the character live? [to address relationship between character and setting]; and Why is the character upset? [to address relationship between character and conflict]). 	Representations <ul style="list-style-type: none"> Model to Understand: <ul style="list-style-type: none"> Think Aloud Discuss to Understand: <ul style="list-style-type: none"> 5W Questions Who are the characters in the story? Where does the story take place? When does this story take place? What happened in the story? Why do you think this happened? Think-Pair-Share Discussion Webs Write to Understand: <ul style="list-style-type: none"> Story Element Chart Think-Pair-Write-Share
Resources <p>CPALMS</p> <p>Click here – Information and examples for using story maps as graphic organizers for narrative text.</p> <p>Click here – Online interactive story maps for student use.</p> <p>Click here – YouTube video shows how to use the interactive iPad app, ‘Toontastic’, to create narrative stories including aspects of narrative text structure.</p> <p>Click here – Printable student page from Scholastic includes a chart with the different informational text structures, signal words, and clues for the reader.</p> <p>Click here – This interactive site provides audio to teach story structure with the story, Cinderella.</p> <p>Click here – In her blog for Scholastic, teacher, Beth Newingham offers useful resources for teaching informational text structures.</p> <p>Click here – Teacher, Beth Newingham provides slides of text structure posters she created that can be downloaded and used in your own classroom.</p> <p>Click here – This is a great source for simple current pieces of printable and online nonfiction text.</p> <p>Click here – This website provides students with short informational texts on a variety of engaging content.</p> <p>Click here – Teacher shows how students utilize technology to demonstrate their understanding of nonfiction text features by using templates to create text feature posters.</p>	Supports and Scaffolds <ul style="list-style-type: none"> Graphic organizers (Web) Interactive Whiteboard and/or chart paper Read aloud texts Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details